



# 21<sup>ST</sup> CCLC

<b>NAME OF LEA OR ORGANIZATION</b>	<b>THE CENTER FOR WHITLEY COUNTY YOUTH</b>
<b>ADDRESS</b>	<b>201 WEST MARKET STREET COLUMBIA CITY, IN 46725</b>
<b>COUNTY</b>	<b>WHITLEY COUNTY</b>
<b>NAME OF CONTACT PERSON</b>	<b>JEFF WIKE</b>
<b>TITLE</b>	<b>EXECUTIVE DIRECTOR</b>
<b>PHONE NUMBER</b>	<b>260-248-4977</b>
<b>EMAIL</b>	<b>JEFF@THECENTERCC.COM</b>
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>JEFF WIKE</b>
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>JEFF@THECENTERCC.COM</b>

<b>NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)</b>	<b>FREE AND REDUCED LUNCH RATE</b>	<b>SCHOOL GRADE OR RATING</b>	<b>NUMBER OF YOUTH TO BE SERVED</b>	<b>GRADE LEVEL TO BE SERVED</b>
MAIN STREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)	78%	C	80	K-5 <sup>TH</sup>
<b>WHITKO JR/SR HIGH SCHOOL</b>	<b>38%**</b>	<b>A</b>	<b>36</b>	<b>7<sup>TH</sup> – 12<sup>TH</sup></b>
<b>SOUTH WHITLEY ELEMENTARY SCHOOL</b>	<b>44%</b>	<b>B</b>	<b>4</b>	<b>6<sup>TH</sup></b>

**\*\* The middle and high schools were recently combined, and it affected the Free and Reduced Lunch rate; however, at least one school that was combined did qualify previously. Per electronic communication with Erin Busk, the school meets the minimum eligibility criteria.**



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
<b>THE CENTER FOR WHITLEY COUNTY YOUTH - WHITKO SITE</b>	<b>105 S. STATE ST. SOUTH WHITLEY, IN</b>	<b>SOUTH WHITLEY/ WHITLEY COUNTY</b>

<u><b>TOTAL GRADE LEVEL(S) TO BE SERVED</b></u>	<b>6<sup>TH</sup> – 12<sup>TH</sup> GRADES</b>
<u><b>PRIORITY AREA</b></u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) <b>*APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</b>	<b>SOCIAL EMOTIONAL LEARNING</b>
<u><b>OPERATING HOURS</b></u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) <b>*APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS</b>	<b>AFTER-SCHOOL</b>
<u><b>PROGRAM INCOME</b></u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N <b>*FOR MORE INFO, SEE PAGE 22 OF RFP</b>	<b>No</b>



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The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)



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- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See [http://www2.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)



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- The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- All partners will review and comply with the above assurances.

The Center for Whitley County Youth  
Applicant Name (LEA or Organization)

*Jeff Wike*

8/7/20

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date



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## **SIGNED MOUs FOR ALL PROGRAM PARTNERS/LEAs**

The sample MOU template is Appendix 1 of the RFP. Applicants may use this template or another template they have developed with the partner(s).

### **List of Established Partners - MOUs**

<b>Partners</b>	<b>Contribution</b>	<b>Type</b>
Whitko Community Schools	Referrals, transportation, access to student data	In-Kind
Run Hard/Rest Well	SEL Curriculum	Contract
Whitley County Purdue Extension/4H	STEAM & Enrichment Activities	Contract
South Whitley Community Public Library	Enrichment Activities	In-Kind
Parkview Whitley Hospital	Healthy Snacks, Health & Well-Being Activities, CCR Tour	Other Grant funding
One Community/Larod LLC.	Meal Supplies/Cooking Class, Building Space	In-Kind
Transform Consulting Group	Evaluation	Contract



## 21 Century Community Learning Center PARTNERSHIP AGREEMENT

Between The Center for Whitley County Youth and Whitko Community School

### **PREAMBLE**

The Center for Whitley County Youth (hereafter "The Center") and the Whitko Community Schools (hereafter "WCS") enter into this Agreement to set forth the terms and conditions upon which they will collaboratively engage in the 21<sup>st</sup> Century Community Learning Center program to improve the educational success of participants (hereafter "the Program").

The Center and WCS (hereafter "Parties") desire to improve educational opportunities for youth in their community and are participating in the Program to achieve that end. The Program will capitalize on the existing relationship between Parties to help improve the academic success of children in low-income environments. Each Party recognizes that the success of the Program is dependent upon faithful adherence to the terms agreed upon below.

### **THEREFORE, THE PARTIES AGREE AS FOLLOWS:**

#### **Overview**

1. The Center and WCS agree to work cooperatively and in good faith to achieve the objectives of the Program.
2. The Parties agree to jointly create a collaboration plan prior to launch of the Program that will include:
  - a. A schedule of meetings between the school principal (or his/her designee in case of a scheduling conflict) and the Program Director and/or Site Coordinator to discuss Program progress and updates, to discuss teacher/staff observations, to share successes, to make amendments to the Program plan in response to data collected, and to facilitate communication with teachers and parents/guardians/families.
  - b. A protocol for emergencies, such as a school closure, student injury/illness, or other unexpected event which interrupts or significantly impacts the provision of programming and services in the school building or on school grounds. The protocol will conform to the Parties' existing emergency protocols and all legal requirements.

#### **Staff and Student Selection**

1. WCS will recommend certified teachers and teacher assistants (paraprofessionals) for staff positions in the Program.
2. The Program Director will have the final authority to hire staff from the recommended certified teachers who will deliver the academic portion of the Program; teachers will be employees of The Center for purposes of the Program. The Program Director shall have final authority over those staff hired to deliver Program components, including certified teachers, to ensure that the summer learning program components and activities align to the school day curricula.

3. Teachers hired by the Program Director to work with program participants shall be employees of The Center for purposes of the program and during program hours. This employment relationship is limited to the duration of The Center program and is not intended to affect the teacher's employment with the WCS. The Parties will review their respective personnel policies and will meet to identify and resolve employment issues such as contractual obligations, pay differentials, benefits, to assure that the employment conforms to personnel expectations and legal requirements.
4. The Center will have responsibility to hire staff and select volunteers to deliver the enrichment portion of the Program.
5. WCS will help facilitate the identification of student participants by using and making student data available and creating a priority list of at least 16 eligible rising 6<sup>th</sup> grade students (leaving 5<sup>th</sup> grade), at least 16 eligible rising 7<sup>th</sup> grade (leaving 6<sup>th</sup> grade), at least 16 eligible rising 8<sup>th</sup> grade (leaving 7<sup>th</sup> grade), at least 16 eligible rising 9<sup>th</sup> grade (leaving 8<sup>th</sup> grade), at least 16 eligible rising 10<sup>th</sup> grade (leaving 9<sup>th</sup> grade), at least 16 eligible rising 11<sup>th</sup> grade (leaving 10<sup>th</sup> grade) and at least 16 eligible rising 12<sup>th</sup> grade (leaving 11<sup>th</sup> grade) students using The Center criteria for recruitment to the Program. WCS will also create a recommended list of up to 10 students from each grade level based on other factors: behavioral, attendance, and engagement at school. The Program is particularly designed to and will primarily serve students who meet any of the following criteria:
  - a. At risk of non-proficiency in state standardized tests in reading and math
  - b. Eligible for free and reduced lunch
  - c. Undefined career pathway beyond high school
6. WCS will help facilitate student recruitment by providing contact information for parents/caregivers of eligible students. While contact will be made and students invited to the Program by The Center staff, the principal and selected teachers will facilitate outreach to those families on the eligibility list and encourage participation in the Program.
7. WCS will help facilitate student enrollment by sending necessary enrollment forms home with students and/or providing contact information for parents/caregivers.
8. In the event that spaces remain available in the Program after the initial recruitment effort, the teachers and principal will work to provide additional students to recommend to the Program. The Center may fill those spaces with other recommended students should there be remaining openings one week prior to Program start date.
9. The Program will be provided at no cost to middle and high school students.

#### **Data Collection, Disclosure and Storage**

1. Collection of Participant and Non-Participant Data.
  - a. *Participant Defined.* Any student who is selected based on the criteria set forth above and approved to participate in the program by the Program Director shall become a participant upon submission of a signed Program Waiver and Release.

A student who has not submitted the Program Waiver and Release cannot be considered a participant. Instead, that student is considered a Non-Participant.

- b. *Compliance with FERPA and applicable privacy laws.* The Parties acknowledge that student-level data is critical to analysis of Program metrics. The Center agrees to acquire consent in compliance with the Family Educational Rights and Privacy Act ("FERPA") and any and all state or local laws regarding educational rights and privacy from participants to share certain confidential data between them. Confidential information includes, but is not limited to, the information in subsection 2 below.
  - c. *Collection of Participant Data.* WCS agrees to share the following Participant-specific information with The Center for the purposes of the Program (this includes longitudinal data needed to track the long term academic outcomes of Participants).
    - Student attendance data.
    - Data regarding classroom behavior and discipline.
    - Classroom grades during the school year.
    - State standardized test scores for the academic year.
  - d. *Collection of other Participant Data and Survey Data.* The Center agrees to collect survey data from Participants, parents and teachers for program evaluation and improvement both pre-Program and post-Program during both the school year and summer.
  - e. *Collection of Non-Participant Data.* WCS agrees to provide aggregate, de-identified data on Non-Participants for comparison against The Center Program Participants and for program evaluation and improvement.
  - f. *WCS Assistance with Data.* WCS also agrees to provide The Center access to WCS staff members familiar with the data for further assessment/analysis of the data.
2. Disclosure of Data.

- a. *Disclosure of Participant Data to The Center and Other Business Partners.* The WCS agrees that all Participant data, with all personal identifiers removed, may be shared with The Center, and any other business partner engaged in analysis of the Program, but solely for purposes of analyzing, improving and reporting on the Program.

The WCS agrees that The Center or any other business partner engaged in analysis of the Program may report Participant data analyses to the WCS for purposes of improving instruction and the Program.

- b. *Disclosure of Non-Participant Data to The Center and Other Business Partners.* The WCS agrees that all Non-Participant data, with any remaining personal identifiers removed, may be shared with The Center, and any other business partner engaged in analysis of the Program, but solely for purposes of analyzing, improving and reporting on the Program.

The WCS agrees that The Center or any other business partner engaged in analysis of the Program may report Non-Participant data analyses to the WCS for purposes of improving instruction and the Program.

- c. *Disclosure to Third Parties.* WCS understands that such data may be referenced in reports to funders, newsletters, or other publications related to Program; however, no data from individual students will be reported.

Neither Party shall disclose any findings or analysis from non-public data without prior written consent of the other party (and/or any Program Participant, as defined above, as appropriate), other than summary data that does not identify any individual person; such data may include expenditure patterns, and expenditure per pupil or category of pupil.

### 3. Protection and Security of Stored Data.

The Center agrees that, other than as necessary with respect to the Program, data will be kept confidential; all electronic data analysis will be performed on secure, password-protected computers.

The Center shall maintain the confidentiality and safeguard the analysis of any data gathered as a result of this Agreement, and will not, without the prior consent of WCS, disclose any findings or analysis derived from non-public information other than: (a) summary data as above (b) data and analysis of such summary data used to promote the educational and research purposes of the Project or its implications for further work related to the Achievement Gap and (c) data and findings that have been made publicly available without breaching any of The Center's confidentiality obligations.

### **Program Implementation**

1. The Center staff and WCS staff will jointly determine alignment of Program activities to the school day and the long-term academic goals for each Participant will drive all decisions about curricula and activities for the Program. Alignment to the school day includes curricular choices as well as positive behavior management and school safety policies to be implemented in the Program to ensure consistency between the school day and the Program.
2. WCS agrees to provide time during common planning and/or staff meetings for the Program Director and Site Coordinator to meet and work with grade level and specials teachers for the purposes of Program enhancement and alignment of activities and to update teachers on Program progress. Other meetings between Program staff and teachers may take place during out of school time.
3. Background checks for employees of the WCS are the responsibility of the WCS, including teachers, bus-drivers, and cafeteria workers, and must be current.
4. The Center will conduct/coordinate criminal background checks ("CBC") of all individuals employed by The Center who are providing Services to WCS under this Agreement and as required by applicable and current Indiana and federal law. This includes Program leadership and teaching staff, as well as staff responsible for student outreach and enrollment and staff recruitment. The Center shall not employ any person who, according to the CBC or through information known by The Center,

- has been convicted of a violent act or serious felony, as defined by current and applicable Indiana and federal law, (or is, according to the CBC or through information known by The Center, the subject of a criminal action pending upon charges of commission of a violent act or serious felony, as defined by current and applicable state and federal law, or, according to the CBC, has been convicted of a sexual offense or any additional crime that by Indiana law prohibits an individual from working with or around minor children).
5. The Center will provide a snack to each Program participant on each day of participation in the program.
  6. The Center will identify third parties for Program enhancement (music, arts, field trips, etc.).
  7. The Center and WCS will work jointly to determine a transportation plan for all participants during the school year to include either busing, carpool, or parent-pick up arrangements. Transportation will not be a barrier for any participant.
  8. The Center will provide transportation, where applicable, between the Program site school and off-site Program activities (such as field trips and the Y facility).
  9. WCS will provide a work space for the Program Director during the school day.
  10. The Parties shall agree how costs will be shared between them and each Party shall bear its own costs, if any, for execution of its obligations under this Agreement.

#### **Communication Plan**

1. The Parties will jointly participate in the communication plan including the development and distribution of public communications such as newsletters, e-mails, reports, and general Program marketing materials. The Parties will comply with all The Center and 21<sup>st</sup> Century Community Learning Center brand requirements related to such materials.
2. The communication plan includes dissemination of understandable and accessible information about the Program including a description of the services, the program location, and how to access the program. This information will be provided to parents of priority and recommended students (as defined by Student Selection criteria above) at school events. The Center agrees to draft written communications about the Program such as brochures, flyers, invitation letters for dissemination through the school. WCS agrees to promote the Program via social media, phone calls, parent newsletters and other parent communication channels as determined appropriate for meeting Participant recruitment goals.

#### **Miscellaneous Provisions**

1. This Agreement shall be governed by the laws of the State of Indiana.
2. Each Party shall have responsibility for supervision of its own employees, contractors, and volunteers.
3. Each Party shall adhere to its governing policies with respect to Child Abuse Prevention and training.

4. Each Party shall maintain appropriate insurance for its obligations under this Agreement.
5. The Parties agree that they are independent of each other; neither Party shall be deemed an employee, servant, agent, partner or joint venturer of the other.
6. Each Party agrees it has obtained the appropriate authority to enter into this Agreement.
7. Notices will be deemed accomplished if sent via U.S. Mail, return receipt requested, fax, electronic email, postage prepaid, or courier service, to the following:

WCS  
Steve Clason, Superintendent  
710N SR5, Larwill, IN 46764  
260-563-8050

The Center  
Jeff Wike, Executive Director  
201 W. Market St., Columbia, IN 46725  
260-248-4977 x 305

**Duration of Agreement; Amendments**

1. This Agreement is effective beginning the start of the grant on August 1, 2021 and shall end on July 31, 2025; confidentiality provisions related to data shall survive the Agreement.
2. This Agreement is the entire agreement between the Parties and cannot be amended other than by written consent all Parties.

**Entered into this 5th day of August, 2020.**

**WCS**

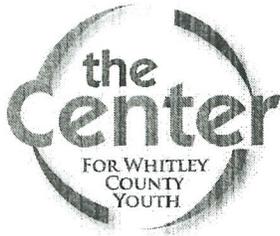


\_\_\_\_\_  
Signature  
Brandon Penrod, Superintendent

**THE CENTER**



\_\_\_\_\_  
Signature  
Jeff Wike, Executive Director



## 21st Century Community Learning Center PARTNERSHIP AGREEMENT

Between The Center for Whitley County Youth and Run Hard, Rest Well

This agreement identifies the obligations and commitment of Run Hard, Rest Well, in partnering with The Center for Whitley County Youth, Inc., to meet the contractual responsibilities of the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant as established under the legislative authority of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. The above named agency agrees to collaborate in a planned effort to accomplish the full objectives of this program and comply with all requests from the lead agency, The Center for Whitley County Youth that do not jeopardize their status as independent evaluator.

The Center for Whitley County Youth is applying for the grant. As such, The Center for Whitley County Youth is the grantee and is legally responsible for:

- 1) The use of all grant funds; and
- 2) Ensuring that the project is carried out by all partner agencies in accordance with Federal requirements.

Run Hard, Rest Well is committing to:

- 1) Plan and facilitate Six 30-45 minutes SEL wellness sessions at The Center's afterschool Whitko program site.

### **Acceptance:**

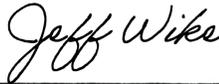
I have read, understood and agree to comply with the Terms and Conditions of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. This agreement binds each member of the group to every statement and assurance made by The Center for Whitley County Youth in the 21<sup>st</sup> Century Community Learning Centers Grant Application.

**Entered into this 3rd day of August 2020:**

**Run Hard, Rest Well**

  
\_\_\_\_\_  
Signature  
Brenda Jank- Director

**The Center for Whitley County  
Youth, Inc.**

  
\_\_\_\_\_  
Signature  
Jeff Wike, Executive Director



## 21st Century Community Learning Center PARTNERSHIP AGREEMENT

Between The Center for Whitley County Youth and Purdue Extension- Whitley County (4H)

This agreement identifies the obligations and commitment of Purdue Extension- Whitley County (4H), in partnering with The Center for Whitley County Youth, Inc., to meet the contractual responsibilities of the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant as established under the legislative authority of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. The above named agency agrees to collaborate in a planned effort to accomplish the full objectives of this program and comply with all requests from the lead agency, The Center for Whitley County Youth that do not jeopardize their status of independent evaluator.

The Center for Whitley County Youth is applying for the grant. As such, The Center for Whitley County Youth is the grantee and is legally responsible for:

- 1) The use of all grant funds; and
- 2) Covering the cost of S.T.E.A.M. activity supplies and student participation fees that are facilitated by Purdue Extension- Whitley County (4H),
- 3) Ensuring that the project is carried out by all partner agencies in accordance with Federal requirements.

Purdue Extension- Whitley County (4H) is committing to:

- 1) Plan and facilitate a weekly (45 minute) S.T.E.A.M. instructional activity at The Center's After-School Central: Whitko site.

### **Acceptance:**

I have read, understood and agree to comply with the Terms and Conditions of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. This agreement binds each member of the group to every statement and assurance made by The Center for Whitley County Youth in the 21<sup>st</sup> Century Community Learning Centers Grant Application.

**Entered into this 10th day of August, 2020:**

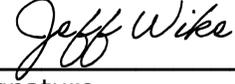
**Purdue Extension- Whitley County (4H)**

  
\_\_\_\_\_  
Signature

Cindy Barnett, County Extension Director  
Purdue Extension- Whitley County (4H)

  
\_\_\_\_\_  
Ken Sandel,  
Senior Director Sponsored Programs

**The Center for Whitley County  
Youth, Inc.**

  
\_\_\_\_\_  
Signature

Jeff Wike, Executive Director



## 21st Century Community Learning Center PARTNERSHIP AGREEMENT

Between The Center for Whitley County Youth and South Whitley Community Public Library

This agreement identifies the obligations and commitment of South Whitley Community Public Library, in partnering with The Center for Whitley County Youth, Inc., to meet the contractual responsibilities of the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant as established under the legislative authority of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. The above named agency agrees to collaborate in a planned effort to accomplish the full objectives of this program and comply with all requests from the lead agency, The Center for Whitley County Youth that do not jeopardize their status of independent evaluator.

The Center for Whitley County Youth is applying for the grant. As such, The Center for Whitley County Youth is the grantee and is legally responsible for:

- 1) The use of all grant funds; and
- 2) Covering the cost of learning activity supplies,
- 3) Ensuring that the project is carried out by all partner agencies in accordance with Federal requirements.

South Whitley Community Public Library is committing to:

- 1) Plan and facilitate a monthly (30-45 minute) Learning instructional activity at The Center's afterschool Whitko program site.

### **Acceptance:**

I have read, understood and agree to comply with the Terms and Conditions of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. This agreement binds each member of the group to every statement and assurance made by The Center for Whitley County Youth in the 21<sup>st</sup> Century Community Learning Centers Grant Application.

**Entered into this 1st day of August 2020:**

**South Whitley Community Public Library**

*Vicki Builta*

Vicki Builta (Aug 3, 2020 08:22 EDT)

Signature

Vicki Builta- Director

**The Center for Whitley County Youth, Inc.**

*Jeff Wike*

Signature

Jeff Wike, Executive Director



## 21st Century Community Learning Center PARTNERSHIP AGREEMENT

Between The Center for Whitley County Youth and Parkview Whitley Hospital

This agreement identifies the obligations and commitment of Parkview Whitley Hospital, in partnering with The Center for Whitley County Youth, Inc., to meet the contractual responsibilities of the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant as established under the legislative authority of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. The above named agency agrees to collaborate in a planned effort to accomplish the full objectives of this program and comply with all requests from the lead agency, The Center for Whitley County Youth that do not jeopardize their status as independent evaluator.

The Center for Whitley County Youth is applying for the grant. As such, The Center for Whitley County Youth is the grantee and is legally responsible for:

- 1) The use of all grant funds; and
- 2) Ensuring that the project is carried out by all partner agencies in accordance with Federal requirements.

Parkview Whitley Hospital is committing to:

- 1) Provide funding for healthy afterschool snacks (reviewed annually in CHI grant process)
- 2) Provide monthly health & wellness experiences during afterschool program
- 3) Hosting a College & Career Readiness tour for students on Parkview Whitley campus

### **Acceptance:**

I have read, understood and agree to comply with the Terms and Conditions of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. This agreement binds each member of the group to every statement and assurance made by The Center for Whitley County Youth in the 21<sup>st</sup> Century Community Learning Centers Grant Application.

**Entered into this 10th day of August 2020:**

**Parkview Whitley Hospital**

**The Center for Whitley County  
Youth, Inc.**

Signature  
Lea Ann Herron

Signature  
Jeff Wike, Executive Director



## 21st Century Community Learning Center PARTNERSHIP AGREEMENT

Between The Center for Whitley County Youth and One Community/Larod LLC

This agreement identifies the obligations and commitment of One Community/Larod LLC, in partnering with The Center for Whitley County Youth, Inc., to meet the contractual responsibilities of the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant as established under the legislative authority of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. The above named agency agrees to collaborate in a planned effort to accomplish the full objectives of this program and comply with all requests from the lead agency, The Center for Whitley County Youth that do not jeopardize their status of independent evaluator.

The Center for Whitley County Youth is applying for the grant. As such, The Center for Whitley County Youth is the grantee and is legally responsible for:

- 1) The use of all grant funds; and
- 2) Covering the cost of unprovided meal and cooking class supplies,
- 3) Ensuring that the project is carried out by all partner agencies in accordance with Federal requirements.

One Community/Larod LLC is committing to:

- 1) Provide facility space in-kind to The Center's Whitko programming
- 2) Provide periodic meal supplies and clothing for The Center's cooking classes and students

### **Acceptance:**

I have read, understood and agree to comply with the Terms and Conditions of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. This agreement binds each member of the group to every statement and assurance made by The Center for Whitley County Youth in the 21<sup>st</sup> Century Community Learning Centers Grant Application.

**Entered into this 1st day of August 2020:**

**One Community/Larod LLC**

Signature

Lori Starkey, Director and Owner

**The Center for Whitley County  
Youth, Inc.**

Signature

Jeff Wike, Executive Director



## 21 Century Community Learning Center PARTNERSHIP AGREEMENT

Between The Center for Whitley County Youth and Transform Consulting Group, Inc.

This agreement identifies the obligations and commitment of Transform Consulting Group, Inc. (TCG), in the role of independent evaluator, in partnering with The Center to meet the contractual responsibilities of the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant as established under the legislative authority of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. The above named agency agrees to collaborate in a planned effort to accomplish the full objectives of this program and comply with all requests from the lead agency, The Center for Whitley County Youth that do not jeopardize their status of independent evaluator.

The Center for Whitley County Youth is applying for the grant. As such, The Center for Whitley County Youth is the grantee and is legally responsible for:

- 1) The use of all grant funds; and
- 2) Ensuring that the project is carried out by all partner agencies in accordance with Federal requirements.

Both The Center for Whitley County Youth and TCG is legally responsible to:

- 1) Carry out the activities it agrees to perform; and
- 2) Use the funds that it receives under the agreement in accordance with the Federal requirements that apply to the grant.

### **Acceptance:**

I have read, understood and agree to comply with the Terms and Conditions of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. This agreement binds each member of the group to every statement and assurance made by The Center for Whitley County Youth in the 21<sup>st</sup> Century Community Learning Centers Grant Application.

**Entered into this August 7, 2020:**

**Transform Consulting Group**

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Signature  
Amanda Lopez, President

**The Center for Whitley County Youth**

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Signature  
Jeff Wike, Executive Director



August 4, 2020

To Whom It May Concern:

Please accept this letter as confirmation that The Center for Whitley County Youth Executive Director, Mr. Jeff Wike is this agency's Authorized Representative, as approved by the TCWCY Board of Directors. Our board is in full support of Jeff and The Center's pursuit of the 21st Century Community Learning Center grant opportunity.

Thanks in advance for your consideration.

Sincerely,

Seth Nash

Seth Nash  
President  
Board of Directors

Signature:   
Seth Nash (Aug 5, 2020 10:11 EDT)  
Email: sethanash@gmail.com

Signature:  
Email: seth.nash@ambassador-enterprises.com



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**COMPLETED NON-PUBLIC CONSULTATION FORM(S)**

*X Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site*

**<Applicant Name>** met with **<Non-Public School Name>** on **<Month/Date/Year>** in consultation for participation in a 21<sup>st</sup> CCLC initiative in **<City/County>**

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

\_\_\_\_\_  
Not applicable  
Non-Public School Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Jeff Wike  
Applicant Representative

\_\_\_\_\_  
Signature

## **PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)**

The Center for Whitley County Youth ("The Center") is seeking a 21st Century Community Learning Center (CCLC) grant for \$100,000 to expand and enhance programming for 40 6th-7th grade students at Whitko Community School (WCS) district. The Center was launched in 2005 out of a desire to reach out to the community and to serve an under-reached population of teens in the community.

The Center creates programming environments that help middle and high school students uncover and refine their natural skills, abilities, and character traits that allow them to rise above their limitations (real and perceived). These environments surround local teens with caring adult relationships and a spectrum of opportunities that holistically improve their social, emotional, physical, spiritual, and mental well-being. Promoting character and a sense of purpose in family-like environments result in young people progressing towards self-sufficiency as they discover how much they have to offer the world around them.

### **Participants to be Served**

While The Center is available for students throughout all of Whitley County, it has primarily served students from one school district in our Columbia City location. Two years ago, The Center expanded programming to teens from WCS by opening a satellite location approximately 20 minutes southwest of The Center. The Center enrolls teens who need us the most. We typically serve students who are the least connected at their schools and in their community. They are often not involved in sports, clubs, or other leadership programs. Their families are struggling, and The Center might be the only stability in their life.

### **Youth Needs**

WCS serves students with the highest needs and is the lowest performing district in the county. On nearly every academic indicator, WCS is underperforming compared to the state and the other school districts in the county. Prior to The Center opening a satellite location for WCS students in 2018, the middle school and high school students had no opportunities to engage in enriching after school opportunities due to the location of the school district and lack of other out-of-school time programming for teens. Many Whitko students lack the strengths and supports necessary for growing up healthy, caring, and responsible. Whitko had two student suicides last year, so students are hurting.

### **Activities Proposed**



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Through receiving a 21st CCLC grant, The Center will enrich the programming with a deepened focus on social emotional learning (SEL), academic supports and career pathways. The Center will expand asset-building programming to middle and high school students from two days to four days of 2.75 hours per day for a week totaling 11 hours of afterschool programming. The Center will offer two programs at the Whitko Site: 1) **After School Central (ASC)** provides homework help, adult mentors, positive peer environment, free healthy snacks, games, and art & creativity classes; and 2) **After School SERVE** is a volunteer program for high school students focused on learning job and leadership skills, building resumes, helping others, and becoming role models for younger kids. The program runs simultaneously to the ASC Whitko program for middle school students.

Participating middle and high school students will receive enhanced academic support from certified teachers hired from Whitko schools to ensure that they are on track for academic success. The Center will use the Habitudes SEL curriculum to support students' SEL skills. In addition, The Center will partner with the local Economic Development Corporation (EDC) to facilitate site visits to local employers exposing students to career pathways.

### **Outcomes**

Through these activities, the following goals will be accomplished: 1) Improve academic achievement; 2) Improve social and behavioral outcomes; and 3) Increase family involvement.

### **Key People Involved**

WCS is a core partner in referring and enrolling students as well as providing transportation for the students. In addition, we have several key community partners such as RunHard, Rest Well, Purdue Extension, One Community, Parkview Hospital, the local EDC and Youth for Christ.



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## **PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)**

### **Minimum criteria**

NAME OF SCHOOL TO BE SERVED	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	GRADE LEVEL TO BE SERVED
WHITKO JR/SR HIGH SCHOOL	37%**	A	7-12 <sup>TH</sup>
SOUTH WHITLEY ELEMENTARY SCHOOL	44%	B	6 <sup>TH</sup>

*\*\* The Whitko middle and high schools were recently combined, and it affected the Free and Reduced Lunch rate; however, at least one school that was combined (Whitko Middle School) did qualify previously. Per electronic communication with IDOE Erin Busk, the school meets the minimum eligibility criteria.*

### **Origin of partnership**

For the past 5 years, the Board of Directors and staff at The Center have been working to build a pathway to serve the students at WCS. The school district has the highest free and reduced lunch rate in the county, and their schools consistently perform worse on most academic indicators compared to the other schools. Their district serves a more rural area in the county where students tend to be more isolated and disconnected. It was for all of these reasons and more that our Board began discussing how we could better serve Whitko students and their families.

Initially transportation to and from The Center was the largest barrier since students in the WCS district are located approximately 20 minutes southwest of The Center, and the Whitko School district spreads across a broad rural area and across multiple rural towns. The middle school and high school students had no opportunities to engage in enriching after school opportunities due to the location of the school district and lack of other out-of-school time programming.

The superintendent was on board with a partnership to provide programming for their students, because students had no options available after school and student's emotional health is a concern. When a building space in



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South Whitley was offered to The Center by local community leaders to operate a program for WCS students, The Center was able to open a second site for Whitko students. The superintendent agreed to provide transportation for the students from the schools to the afterschool site, as well as picking them up to transport by bus to various drop off sites around the district. In addition, a local foundation committed to helping get the program off the ground, and has recently committed a 3rd year of programming support because of the impact and success they've encountered.

As a result, The Center has recently completed its 2nd year of afterschool programming for Whitko students offering academic support, SEL, cooking classes, and other experiential learning activities.

### **Priority area**

Our program will focus on SEL to strengthen our students' non-cognitive skills. The Center just completed a new strategic plan this summer. As a part of the strategic planning process, which involved soliciting feedback from the students, parents, Board of Directors, funders, and other community members, we identified one of our five goals to focus on "Increasing Investment in Social Emotional Health of Youth."

We have seen and heard this as a need from all of our stakeholders, including the students and the school had two suicides last year so it aligns well with this 21<sup>st</sup> CCLC grant to focus on this priority area.

In addition to having a focus on SEL, our program will also incorporate STEAM and College and Career Readiness programming through a partnership with the local Purdue Extension office and Economic Development Corporation. On a monthly basis, we will take our students to different local employers to learn about careers in advanced manufacturing, health sciences and agriculture which are the major industries in our region. We want to expose students to these career pathways, build partnerships with employers for our students and help our students identify a postsecondary educational plan.



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**PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)**

The Center meets the criteria for two organization priority points:

- 1) New applicant who has never received 21st CCLC funds;
- 2) Rural and Low Income Applicant under Whitko Community School Corp RLIS FY 2019.



**NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)**

**Data Evidence**

Whitley County is a rural community located in northeast Indiana and borders Allen County to the east and Kosciusko County to the west. Advanced manufacturing is a large industry in the community. According to Easy Access to Juvenile Population, in 2018 there were 34,074 people in Whitley County. Included in the total population are 7,899 youth under 18 years. Since 2008 the number of youth in the county is lower, while the total population has increased.

**Poverty**

Overall, children and families in Whitley County are financially doing better than the rest of the state. However, there is still a small population that is struggling. According to the U.S. Census Bureau, in 2018 ten percent of youth (or approximately 1,000 children) under 18 years lived in poverty. Nearly half (45%) of the students in WCS receive free and reduced lunch.

**Student Achievement**

On nearly every academic indicator displayed in the charts below, Whitko is underperforming compared to the state and the other school district in the county. Over the last three school years, Indiana has had around half of third through eighth grade students pass the English/ Language Arts and Math ISTEP+ assessment. WCS had a lower passing percentage compared to the other county school district and state.

<b>Percentage of Third - Eighth Grade Students Who Passed the English/ Language Arts and Math ISTEP by School Corporation</b>				
	2015-16	2016-17	2017-18	2018-19
Indiana	51.6%	51.4%	50.8%	NA
Whitley County Consolidated Schools	55.5%	52.8%	51.3%	NA
<b>Whitko Community School Corp</b>	<b>44.8%</b>	<b>41.3%</b>	<b>37.5%</b>	<b>NA</b>
<i>NA = Not Yet Available; Source: Indiana Department of Education</i>				



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In Indiana, there is an overall low pass rate (34%) for the English/ Language Arts and Math ISTEP+. Yet, in Whitley County tenth grade students performed worse than other tenth grade students across the state.

<b>Percentage of Tenth Grade Students Who Passed the English/ Language Arts and Math ISTEP+ by School Corporation</b>				
	2015-16	2016-17	2017-18	2018-19
Indiana	32.2%	34.3%	33.7%	33.8%
Whitley County Consolidated Schools	34.2%	30.8%	20.4%	17.6%
<b>Whitko Community School Corp</b>	<b>25.5%</b>	<b>21.4%</b>	<b>27.7%</b>	<b>24.2%</b>

*Source Note: "In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data."*  
*Data Source: Indiana Department of Education*

## Graduation Rate

According to the Indiana Department of Education, the Whitko graduation rate has decreased over the past five years. Of those who graduated, 14% graduated with a waiver compared to the state's average of 12%. Of the students who did not complete graduation within 4 years, WCS had 4% of students drop out (compared to 5% at the state level) and 6% continue onto a fifth year (compared to 5% at the state level) to complete their high school diploma.

While Whitley County is graduating nearly 90% of its high school students, that number drops sharply when it comes to those students enrolling in a post-secondary educational program. The Lumina Foundation reports that only one-third (36%) of Whitley County adults (ages 25 to 64) have at least an associate degree compared to 41% for the state. According to the National Student Clearinghouse, only 59% of rural high school graduates enroll in college the subsequent fall. Our students are not persisting and completing secondary education to meet industry needs and obtain high wage jobs.



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Four-Year High School Graduation Rate of Students by School Corporation					
	2014-15	2015-16	2016-17	2017-18	2018-19
Indiana	88.9%	89.1%	87.2%	88.1%	87.3%
Whitley County Consolidated Schools	95.0%	95.1%	91.6%	95.0%	86.6%
<b>Whitko Community School Corp</b>	<b>92.4%</b>	<b>92.4%</b>	<b>92.2%</b>	<b>83.9%</b>	<b>88.9%</b>

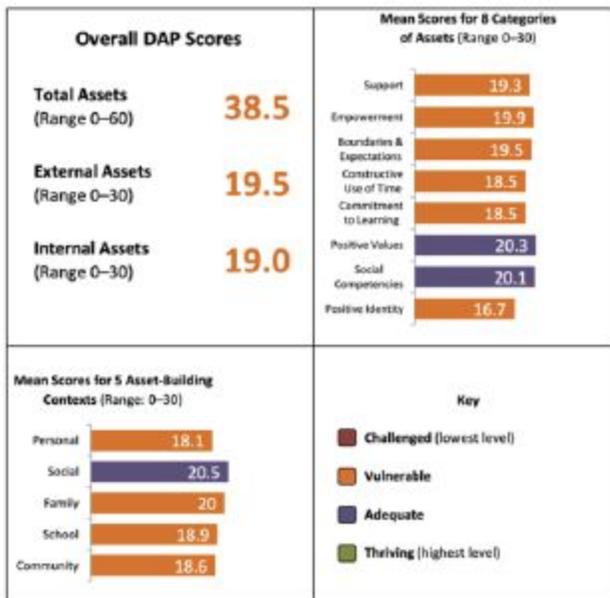
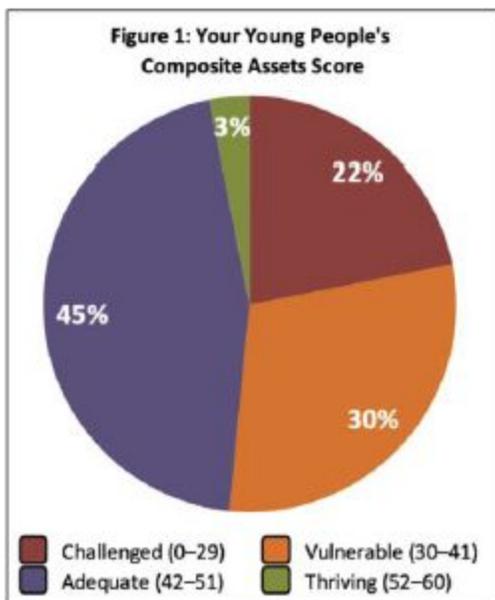
*Source: Indiana Department of Education*

## Social and Emotional Health

In November 2019, The Center assessed the student's emotional health needs and assets by using the Search Institute's Youth and Program Strengths survey (or Developmental Assets Profile "DAP"). The survey focuses on understanding the strengths and supports (or "Developmental Assets") that young people experience in their lives. Extensive research has shown that having these assets in their lives helps young people make positive choices and increases the odds of a thriving life.

Of the 69 youth surveyed, our students have an adequate number of assets in **ONLY 2 of 8 Asset categories** (Positive Values, Social Competencies). Our students are vulnerable in all other categories. Furthermore, only 3% (all female, no males) of those surveyed scored in the "Thriving" category, with one-fifth (22%) scoring in the "Challenged" (lowest) category.

Additionally, 49% percent of respondents said they experience a high level of **anxiety**; 31% said they have felt **very depressed** or depressed more than average; 62% of respondents said they know someone who struggles with **suicidal thoughts**; and 36% said they've seriously considered ending their own life in the past 12 months. In addition, WCS had two suicides last school year.



The survey affirmed our assumptions about the emotional health and needs of our students and areas to focus on in our programming. This was the first time that we used this survey, and we plan to complete it annually to track and monitor progress over time.

### Current Programming

The Center is the largest program for middle and high school students in Whitley County, and there are **no other OST programs serving Whitko middle and high school students**. The Center's free After School Central (ASC) program serves students in grades 7-8 and takes place during after-school hours **two days a week**. ASC provides homework help, opportunities for recreation, creativity, and time spent with healthy role models in a supervised and secure environment.

In tandem with ASC, The Center offers another after school program After School SERVE. After School SERVE is a volunteer program for students in grades 9-12 that focuses on job skill education, resume building, and serving in leadership and mentorship roles for middle school students. This program runs simultaneously with the ASC program, which creates opportunities for the high school students to be with and mentor the middle school students.



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Due to staffing and funding constraints, the current program is only offered two days a week for students. WCS students do not have any other after school program opportunities on the other days of the week. In addition, our programming does not currently offer tutoring by certified teachers, social emotional learning programming, STEAM programming or College and Career Readiness programming that we plan to offer.

### **Enhance or Expand Programming**

The 21st CCLC grant will both enhance and expand The Center's ASC and SERVE programming for WCS students. The Center will be able to **expand the number of days that programming is offered from two days to four days per week**, which is significant for our students. The Center will provide programming to middle and high school students 2.75 hours per day for 4 days a week totaling 11 hours of afterschool programming. With this funding, The Center will be able to hire more dedicated staff for this site, which will equip us to reach more students and offer programming more often.

We will also **expand programming to 6th graders** at the local elementary school. With the merger of the middle and high schools, the 6th grade students moved to the elementary school and were not able to attend our afterschool program.

We will also intentionally offer a **SEL focused program** with enrichment activities, engagement with community partners and receipt of tutoring services. We will also use the "Habitude" SEL curriculum, which will facilitate deeper investment in SEL skills in our students. In addition, we are strengthening partnerships with organizations to enrich our SEL programming and connections in the community.

The grant funding will enhance our current programming by hiring two Certified Teachers to provide **academic tutoring support** one hour each of every day of our programming (2 hours/ day x 8 hours/ week x 40 weeks). This will help support our student's educational needs and goals.

Lastly, we are partnering with the local Economic Development Corporation and employers to expose our students to **college and career pathways** in our region. We will facilitate monthly field trips to local employers to expose them to careers in our primary industries. We hope that this will help to increase the



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postsecondary education attainment rate in our county and grow our talent pipeline.

### **Identified Needs**

The Center started a strategic planning process in January. This included reviewing organizational information from The Center, such as financial, programming and enrollment trends. In addition, The Center gathered publicly available data to complete a community needs assessment.

Lastly, The Center solicited feedback from key stakeholders. This included surveying parents, donors and the board of directors. We held 2 focus groups with students at each location and one with The Center staff. Lastly, we completed 13 one-on-one interviews with ministry partners, community stakeholders, philanthropic partners, education partners and former students. We compiled all of this information to review and held a planning retreat where we identified our top goals and strategies, which included one goal focused on "Increasing Investment in Social Emotional Health of Youth".

When students were asked what The Center is not doing that you wish they would do, students shared that they wanted more frequent programming and more community partners to come in for talks. They shared that someone from the Health Dept. did a talk on mental health and it was good. They also shared that this is a safe place where they can talk with adults who care and be themselves. They shared that this has helped them develop the routine of completing their homework but sometimes they struggle with assignments.

When talking with the superintendent, he shared that they conducted a needs assessment of middle school and high school. They see increases in depression, anxiety, sadness and loneliness, suicidal thoughts, and increase in students who say they know kids with suicidal thoughts. Whitko had two suicides this past school year. They see kids with severe family issues who say they have no one to talk with. Whitko is looking at more therapeutic, counseling practices to offer during the school day.

The Center began 1:1 life coaching with two Whitko students last year during the school day, and have had recent meetings with the guidance department about helping facilitate a "Sources of Strength" program (<https://sourcesofstrength.org>) at Whitko during the school day that is mental health/ SEL focused.



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All of this feedback from key stakeholders, observations from staff, the direction of the school's programming and a review of the community data helped to solidify the need to **deepen our focus on SEL** and also **support our students' educational needs** throughout middle and high school. The new enhanced after school programming is strongly aligned with our school partners and feedback from our key stakeholders.



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## **PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)**

### **Project Collaboration**

The 21st CCLC program will be a collaboration between WCS, Run Hard/Rest Well, Whitley County Purdue Extension, South Whitley Community Public Library, Parkview Whitley and One Community/Larod LLC.

### **List of Established Partners with MOUs**

<b>Partners</b>	<b>Contribution</b>	<b>Type</b>
Whitko Community Schools	Referrals, transportation, access to student data	In-Kind
Run Hard/Rest Well	SEL Curriculum	Contract
Whitley County Purdue Extension/4H	STEAM & Enrichment Activities	Contract
South Whitley Community Public Library	Enrichment Activities	In-Kind
Parkview Whitley Hospital	Healthy Snacks, Health & Well-Being Activities, CCR Tour	Other Grant funding
One Community/Larod LLC.	Meal Supplies/Cooking Class, Building Space	In-Kind
Transform Consulting Group	Local external evaluation services	Contract

The partnership with WCS outlined in the MOU includes their support in helping to promote the program to students and families, share student's data, and provide access and use of their school buses in-kind for transportation for students to / from The Center. Their teachers and guidance counselors identify and refer students who will benefit from the program.

We sought a new partnership with Run Hard/ Rest Well to meet our social emotional learning goals. Run Hard/ Rest Well is a Northeast Indiana organization that will facilitate a custom 6-week series teaching kids to manage their own emotional & mental health and helping to develop valuable SEL skills for our students and staff. They will also provide training for our staff.

Whitley County Purdue Extension/4H will also be a new partner as they have committed to provide weekly STEAM & Enrichment activities. We now have the funding to work with them, and they will support our academic achievement goals. South Whitley Community Public Library will provide in-kind monthly enrichment activities to students. They currently provide this enrichment for our students, which the students love. It's also a great exposure opportunity for our



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students who don't often frequent the library on their own, and they support our academic achievement goals.

The Center currently has a partnership with Parkview Whitley Hospital to cover the cost of healthy after-school snacks for students. In addition, they will provide monthly health & wellness experiences and be one of our college and career readiness (CCR) field trip sites. In addition, One Community/Larod LLC will provide meal supplies for a weekly cooking class for the students. They also provide use of their facility (including utilities) in-kind and periodic donations of clothing for teens.

The Center also has partnerships with other key community organizations to support our goals. The Whitley County Economic Development Corporation (EDC) will help facilitate field trips to local companies for our students. The program director will work closely with staff at EDC to identify and make connections with local employers in advanced manufacturing and health sciences to host tours for our students. The goal is to expose them to college and career pathways in our region. Another key local community partner is Youth for Christ. They provide funding to support an assistant program director and help cover the costs of volunteer screening. They also help facilitate planning for events, clubs, trips, retreats, and training for staff and volunteers.

### **Identifying Partners**

The Center selected each partner for their respective expertise, quality programming, alignment with the goals and needs and commitment to youth and the community. We assessed our current programming and stakeholder feedback and identified areas that we wanted to strengthen.

The Center began having partnership conversations with WCS in early 2017 to ensure Whitko students had the opportunity to participate in the enriching afterschool programming offered at The Center. With the announcement of the 21st CCLC grant, The Center approached WCS to partner in applying for this grant to expand and enrich our current program programming which they supported. The Center also wanted to strengthen our access to student data to better monitor areas of need and track outcomes, which this enhanced WCS partnership facilitates.

Our partnership with One Community is strong. They share a passion for serving the community and have been a significant resource in providing community networking, in-kind facility use, and cooking class supplies and clothing for our students. They were in agreement with continuing our partnership. Similarly our



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partnership with the library is strong. They have creative staff and provide a regular personal touch between students and another valuable community resource. The library is located just one block from our after school program site.

There were three main areas that we wanted to strengthen with our partnerships, which included academic support, SEL and CCR. Our current after school program includes homework help from our staff and volunteers, but we saw a need to strengthen this support for students. We will hire two certified teachers from Whitko (one middle school and one high school teacher) to provide an hour of tutoring each in the first hour after school.

The Center has been working to develop more strategic partnerships with organizations offering SEL resources. We selected the Habitudes for Social and Emotional Learning curriculum from The Growing Leaders non-profit organization. They partner with schools, colleges, athletic depts. and organizations to develop today's emerging generation of leaders, and their curriculum is grounded in research and data that aligns well with our values and focus. Run Hard/Rest Well have been working with youth groups and schools to implement an SEL experiential learning program. Lastly, we wanted to better expose and connect our students to college and career pathways and plans. We've done this individually with students but wanted a more strategic focus and plan.

### **Volunteers**

The backbone of our work at The Center is our volunteers. In working with teens, it is all about building relationships with them. This comes from having a good adult to student ratio and consistency in our adults. We have a strong base of volunteers who are committed to our mission and building relationships with our teens. Annually, we recruit 35 volunteers. In WCS, we recruit 11 volunteers. Our recruitment and onboarding process includes a thorough screening process with a background check, a personal interview, orientation meetings, and periodic training opportunities made available by both The Center and our partners.



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## **PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)**

### **Recruitment Criteria**

The Center will use the criteria and processes for recruiting targeted students and families to be served from the selected school as stated in the MOU with Whitko Community Schools:

- WCS will help facilitate the identification of student participants by using and making student data available and creating a priority list of at least 16 eligible students for each grade (rising 6th grader through rising 12th grader) using The Center criteria for recruitment to the Program.
- WCS will also create a recommended list of up to 10 students from each grade level based on other factors: behavioral, attendance, and engagement at school. The Program is particularly designed for and will primarily serve students who meet any of the following criteria:
  - At risk of non-proficiency in state standardized tests in reading and math
  - Eligible for free and reduced lunch
  - Undefined career pathway beyond high school
  - Suspended or expelled
- WCS will help facilitate student recruitment by providing contact information for parents/caregivers of eligible students. While contact will be made and students are invited to the Program by The Center staff, the principal and selected teachers will facilitate outreach to those families on the eligibility list and encourage participation in the Program.
- WCS will help facilitate student enrollment by sending necessary enrollment forms home with students.
- In the event that spaces remain available in the Program after the initial recruitment effort, the teachers and principal will work to provide additional students to recommend to the Program. The Center may fill those spaces with other recommended students should there be remaining openings one week prior to Program start date.
- The Center will attend school and community events where middle and high school students and their families are in attendance to promote enrollment in the program, such as orientation at school. Staff will visit school lunches weekly, and will communicate regularly with teachers and school administrators regarding programming and recruitment opportunities.



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- The Center will produce new program materials and a promotional and recruitment video that highlights the SEL programming and new 21st CCLC grant.
- The Center will also work with our identified partners in this grant to help get the word out about the program through their contacts and network.

The Center will serve Whitko middle school and high school students from Whitko Community Schools. They meet the Free and Reduced Lunch rate participation of at least 40% with a 45% rate.

### Community Data

According to data from a survey conducted by Public Agenda and the Wallace Foundation, where 609 middle and high school students were sampled randomly across the nation, more than 8 in 10 students said that kids who participate in organized activities such as a team or club after school, are better off than kids who have a lot of time unstructured time to themselves after school. However, clubs and sports teams are not the “one-size-fits-all” solution for students, and The Center offers additional options in a safe and interactive environment.

Our programming focuses primarily on serving the **students who are marginalized and disconnected in our community**. They are not actively involved in programming at their school or the community and are at-risk for engaging in risky behavior, such as teen pregnancy, suicidal ideation, drugs and juvenile delinquency. They often come from broken homes. Our goal is to connect with them and develop prosocial skills that will set them on the path for success in school and in life.

*“When I started at The Center I was in a bad place mentally and had given up on everything. However, The Center changed everything! They gave me a sense of purpose, a safe place, and challenged me to grow in so many ways. I made friends and grew relationships with trusted adults. I felt like I could share my story with no judgement. They taught me many things I can use in real life. I love The Center and I wish I had more time to be there!”*

-Faith, Aug 2019



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*"I made some bad choices, but Center staff didn't give up on me! They helped me understand consequences and showed me forgiveness. The Center has been there for me through alot and I cannot thank them enough!"*

- Laura, August 2019

### Free/ Reduced Lunch Rate and School Ratings

WCS has the highest free/ reduced lunch rate in the county compared to the other school districts. The rate is 45% compared to 31% in Whitley County Consolidated Schools (WCCS). WCS' school rating is C compared to WCCS' B rating.

### Teen Birth Rate

The teen birth rate fluctuates over the years and was as high as 27 per 1,000 females to as low as 14 per 1,000 females. This is similar with the state rate.

Teen Birth Rate Per 1,000 Females Ages 15-19					
	2013	2014	2015	2016	2017
Whitley County	27.2	27.4	20.3	26.4	14.5

Source: Kids Count Data Center, Originally sourced from The Indiana State Department of Health, Epidemiology Resource Center, Data Analysis Team.

### Youth Involved with Juvenile Justice

There is a small number of youth that get committed to the Department of Corrections each year, but a **much higher number still go through the court system**. The following are definitions of case filings:

- Delinquency: number of cases filed in Indiana courts on behalf of children younger than age 18 who were alleged to be delinquent.
- Status Offense: The number of cases filed in Indiana courts on behalf of children younger than age 18 who were alleged to have committed status offenses (i.e., acts that would not have been defined as offenses if committed by an adult).
- Miscellaneous: The number of cases filed in Indiana courts on behalf of children younger than age 18 that were considered miscellaneous.
- Paternity: The number of paternity cases filed in Indiana courts.



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- Termination of Parental Rights: The number of new cases filed in Indiana courts seeking termination of parental rights. In cases involving multiple children, a case is filed for each child.

<b>Whitley County Juveniles Committed to the Department of Corrections</b> <i>Number of youth under 18 years who were housed in state facilities.</i>					
Year	2013	2014	2015	2016	2017
Juveniles	5	1	4	3	4

*Source: Kids Count Data Center, Originally sourced from the Indiana Department of Correction, Research and Technology Division.*

The number of delinquent and miscellaneous youth has been consistent but the number of TPR cases filed has increased. This often involves the child welfare department.

<b>Whitley County Juvenile Case Filings by Type</b> <i>Number of cases filed in Indiana courts on behalf of children under 18 years.</i>					
CASE FILING TYPE	2013	2014	2015	2016	2017
Delinquency	59	51	108	59	53
Status Offense	7	14	31	16	8
Miscellaneous	55	48	123	50	60
Paternity	79	56	112	52	48
Termination of Parental Rights (TPR)	2	5	13	10	19

*Source: Kids Count Data Center, Originally sourced Indiana Supreme Court, Division of State Court Administration.*

## Parental Involvement

The Center has in previous years, and will in the future conduct family events, while also working to communicate with parents about the needs of their child and family. To encourage parental involvement in the growth of their children,



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The Center will host 3 family events each year: fall, winter and spring. The Center also believes that family engagement includes ongoing communication with parents through monthly e-newsletters, flyers and individual check-ins regarding student progress or behavior concerns when needed. The Center will share individual academic and behavior growth updates with parents about participating students to discuss their child's academic growth in the program as well as college and career aspirations. In addition, The Center will solicit feedback from families about how they feel about the program and engagement efforts as well as identify opportunities for program improvement.

*"My son has participated in The Center since the beginning of the school year. They help him with homework, he socializes with friends, and they teach him respect and values. They have helped him become more socially comfortable, and as a mother, I am glad that there are free programs for families."*

*~ The Center Parent*

In addition, The Center has built a network of community partners to connect and refer our students and families for mental health, health, education, workforce and other related needs. We are a tight knit community, and our parents and students trust us. We help them get connected to the supports and resources they need.

### **Snack and/or Meals**

Through a grant with Parkview Whitley Hospital, The Center will provide a daily healthy snack for students right after school. The snacks are all-natural, minimize preservatives, are non-GMO and provide servings of fruits, vegetables, protein and fiber. These will include some pre-packaged snacks, but also bulk nuts and fresh produce. The Center works to have students try out, get used to and learn to enjoy eating healthier foods, so that when given the choice on their own, they will more frequently choose a healthier option (instead of the easier or cheaper option). The Center will work with Parkview snacks will meet USDA and IDOE guidelines and requirements.

In addition, The Center will partner with One Community (non-profit) to provide meal supplies for cooking classes to students.

### **Weekly Schedule**



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The Center will provide programming to middle and high school students 2.75 hours per day for 4 days a week totaling 11 hours of afterschool programming. During the school year, the Center follows the school schedule and takes Fall break, Christmas break, and Spring break off. In the summer, The Center provides informal field trips and experiences to stay in touch with students. We also partner by helping send students to various camps for a one-of-a kind experience for our students.

In the event that our community and state is still responding to the national health pandemic of COVID-19, The Center will follow the government's recommendations. In the spring of 2020, we moved our programming and student interaction to virtual during the shut down, as our students still needed support and connection with staff, volunteers and with each other.

*"I feel lonely. These online hangouts are the only time in the week I get to talk to anyone outside this house."*

*~ Braiden, Whitko SERVE Student, April 2020*

For the 2020-2021 school year, we have modified our programming to provide in-person sessions for students to continue our programming and / or be a hub for e-learning. We heard from our students that they missed connecting with each other in person, and we also heard from school staff that students struggled to complete assignments.

We do not know what the 2021-2022 school year will hold and what the current state will be in our communities regarding COVID-19. The last six months have reaffirmed the need for our programming for students and the schools, so we will adapt our schedule to meet our program goals and community needs.

### Schedule of Activities for the School Year

	3-3:30 pm	3:30-4:15 pm	4:15-4:45 pm	4:45-5:45 pm	5:45 pm
<b>M</b>	Snack, free time, Game, Family Meeting	Homework help, Teacher Tutoring	SEL topical activity	Free time: Recreation, Mentoring	Announcements and signing out students
<b>T</b>	Snack, free time, Game, Family Meeting	Homework help, Teacher Tutoring	Enrichment activity	Free time: Recreation, Mentoring	Announcements and signing out students



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<b>W</b>	Snack, free time, Game, Family Meeting	Homework help, Teacher Tutoring	Enrichment activity	Free time: Recreation, Mentoring	Announcements and signing out students
<b>TH</b>	Snack, free time, Game, Family Meeting	Homework help, Teacher Tutoring	Enrichment activity	Free time: Recreation, Mentoring	Announcements and signing out students

The middle school students will follow the After School Central (ASC) program with the enhanced programming while the high school students will follow the After School SERVE programming. For the most part, the students stay in their respective groups and then come together for some joint activities/experiences that are mutually beneficial.

In addition to the weekly schedule listed above, students will participate in a monthly college and career readiness field trip to a local employer. Our Program Director will work with the EDC to help identify local companies who would be interested in hosting students to expose them to local career pathways in advanced manufacturing, health sciences and agriculture.

### Alignment to Standards

The Center will work to align our programming with the Indiana Afterschool Standards. Our evaluator will work with us to complete the IN-QPSA self-assessment, which will provide an audit of our alignment with the Indiana Afterschool Standards and areas that we are doing well and areas to strengthen. In addition, our evaluator will conduct two site visits in the school year to review how we are doing based on these standards, our goals and other components.

In developing this proposal, we reviewed Indiana's Academic Standards and more specifically Indiana's Social Emotional Learning (SEL) Competencies standards to determine areas to align and strengthen. By having certified teachers from the schools provide academic support, they will help to ensure strong alignment with the Indiana Academic Standards to support our student's academic success.



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Our SEL Habitudes curriculum and partners align with the Collaborative for Academic, Social, and Emotional Learning (CASEL) five core social emotional learning standards - Self-Awareness, Social Awareness, Self-Management, Relationship Skills, and Responsible Decision-Making - that the Indiana SEL Competencies are based on. We will continue to review the resources and materials that IDOE develops to best align our programming with Indiana SEL competencies and academic standards.

### **Staff Recruitment and Retention**

Our staffing structure for this program is to recruit and hire a full-time Program Director to oversee the program and grant. Due to the size of our program, the Program Director will also act as the Site Coordinator. We will have an Assistant Director dedicated half-time to this program, and their salary is paid for by a community partner. We will have a part-time After School Central (ASC) Intern to serve as Support Staff at the Whitko site. Our SERVE Director will also serve part-time at the Whitko site.

In addition to the paid staff, we will also have 11 volunteers at our Whitko site. These volunteers are screened, oriented and trained before they start working in our programs. This is how we are able to maintain low staff to student ratios and build relationships with our teens.

We will only need to recruit a new Program Director. Our plan for recruiting is The Center will post/share a job description in high trafficked and regional job search resources and networks to attract quality candidates for interviews. We will also work closely with our school and community partners to make recommendations of candidates. We will hire the best candidate for the job qualifications, skills, and character necessary to oversee the program. We will work to ensure that the individual culturally, linguistically, and racially represents youth in the program.

We have had a high retention of staff. This is due to our organizational culture committed to staff support and wellness, continuity of board and executive leadership, attractive benefits such as schedule flexibility, professional development, judicious hiring, and competitive wages.

Our staff pay rate is consistent or slightly higher with similar jobs.



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Staff Position	FTE	Hourly Rate/ Salary
Program Director / Site Coordinator	1.0	\$42,000/ annual
Assistant Director**	.50	\$16/hr
SERVE Director	.10	\$16/hr
ASC Intern	.25	\$11/hr
Tutors - Certified Teachers (2)	8 hours/ week x 40 weeks	\$25/hr

*\*\*The Assistant Director position is funded by our partnership with Youth for Christ.*



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### **EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)**

The Center has been serving middle and high school students in Whitley County since 2005. The community had an empty, old church building right in the heart of downtown that was not fully being leveraged. At the same time, the community saw a gap in programming for middle and high school students. Through a group of community leaders and partners, The Center was launched and has been meeting the needs of youth in the community since. The Center is passionate about working with local middle and high school students and nudging them toward strong caring relationships, good character, positive recreation, educational and service opportunities. We invest in our kids by meeting them at the center of their lives, in the whirlwind of activities in their stage of development.

The Center has been recognized for its incredible youth programming even soon after it started. In 2006, The Center received the "Jewel of the Community" Award from the Columbia City Area Chamber of Commerce; in 2008, The Center received the "Best Program" Award from the Northeast Region of the Governor's Commission for a Drug-Free Indiana (11 counties); and in 2011, The Center received the "Show Us Your Results" Challenge Winner from the Dekko Foundation (1-5 winners from 100 applicants in 5 states). The Center has also earned the Guidestar Gold Seal of Transparency.

### **Student Recruitment**

As a result of The Center's positive relationship in the community with schools and partners, it has been a welcoming place to go for middle and high school students. The Center has consistently served more than 400 middle and high school students each year across its various programs and 100+ at WCS. Over the past two years, we've strengthened our relationships with the school staff and community partners to refer and connect students to The Center. In addition, our best form of marketing is from the students themselves inviting their friends to come check out The Center!

The Center's recruitment efforts include weekly school lunch visits, presentations to school staff and administration, school announcements, a county-wide program mailer, peer recruiting incentives, and digital marketing. Last school year, The Center was able to conduct several end-of-year "mini-Center" experiences within 4 local elementary schools to more than 150 5<sup>th</sup> grade students to expose them to what it's like after school at The Center.



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For the past three years, The Center has served approximately 410 unduplicated middle and high school students annually across its programs. Approximately 70% of the students return each year and continue with The Center, which is consistent with WCS students. Staff are typically challenged to recruit 25-35% new students each year and have been successful in meeting their enrollment targets. For this past school year, The Center increased their enrollment to 444 students. The partnership agreement we have with WCS for the 21<sup>st</sup> CCLC grant will improve our recruitment efforts to receive more referrals from guidance counselors and teachers for the program.

### **Academic Outcomes**

The Center has been focused on positive youth development outcomes and has not had as strong a focus on academic outcomes. However, this new 21<sup>st</sup> CCLC grant will provide the funding necessary for The Center to support student's academic achievement as described in the performance measures included in this grant.

The Center has been using the research-based Search Institute's 40 Developmental Assets to support positive youth development. The Center has been working to support the participating youth's social and emotional well-being as well as developing the critical non-cognitive skills that lay the foundation for young people's readiness for life after high school and in the workforce. The Center has been focused on supporting positive youth development as demonstrated by recent survey indicators below:

- 92% of after-school program students said they are valued at The Center; (Developmental Asset #7: Community Values Youth)
- 94% of students said they did better in school; (Developmental Asset #21: Achievement Motivation)
- 92% of students said adults modeled positive, responsible behavior at The Center; (Developmental Asset #14: Adult Role Models) and
- 93% of students said they feel like they belong at The Center.

In the focus group with students in January 2020, they were asked what they think is the most important aspect that The Center offers students. They shared that staff talk to you all the time, so you get used to talking with other people and opening up/ sharing and that if you're going through something rough you can talk to a leader and they'll help you through it.



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*"With The Center I've learned to branch out and try new things and be more confident in myself and what I'm doing."  
~ The Center Student, January 2020*

When the students were asked how The Center has helped them, they shared the following examples:

- I used to be socially awkward outside of The Center, and they've helped me create connections with people.
- Talking at the Center has helped me talk more with family and friends.
- My grades have definitely improved
- This is where I developed my love of cooking.

*"I publicly spoke at a YFC rally and a few people were impressed with what I said. I got a job offer. I have a life coach now."  
~ Whitko Student, January 2020*

*"I think the Center is a great place. I have a job now, and I'm going to work this summer from a Center connection. We're in a small town. Some of us are pretty poor. Center staff give us opportunities to get out of that."  
~ Whitko Student, January 2020*

In a February 2020 Parent Feedback survey:

- 91% of parents believed that The Center's programs helped prepare their child(ren) for future challenges in their current and future situations
- 88% reported a positive change in their child since being involved at The Center
- 97% would recommend The Center's programs to other families

*"I 100% love and believe in this program! It has been THE best opportunity for my boys."  
- Rose (Whitko Parent), November 2019*



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## **PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)**

### **Evidence Based Programming**

The foundation of The Center's programming is based on the SEARCH Institute's positive youth development work. We are missionally aligned with their framework and use their tools in our programming. Since 1990, Search Institute's research-based Developmental Assets® framework has become one of the foundational frameworks in positive youth development and the most frequently cited and widely utilized in the world. Search Institute bridges research and practice to help young people be and become their best selves.

Strong, positive relationships are critical across all parts of young people's lives. Yet too few young people experience a strong web of relationships. Search Institute has studied Developmental Assets in the lives of millions of young people across the United States and around the world. Research consistently shows that young people from all backgrounds do better when they have a strong foundation of these strengths in their lives. Grounded in extensive research in youth development, resiliency, and prevention, the 40 Development Assets identify:

- Internal Assets: the personal skills, self-perceptions, and values youth need to make good choices, take responsibility for their own lives, and be independent and fulfilled.
- External Assets: the supports, opportunities, and relationships young people need across all aspects of their lives

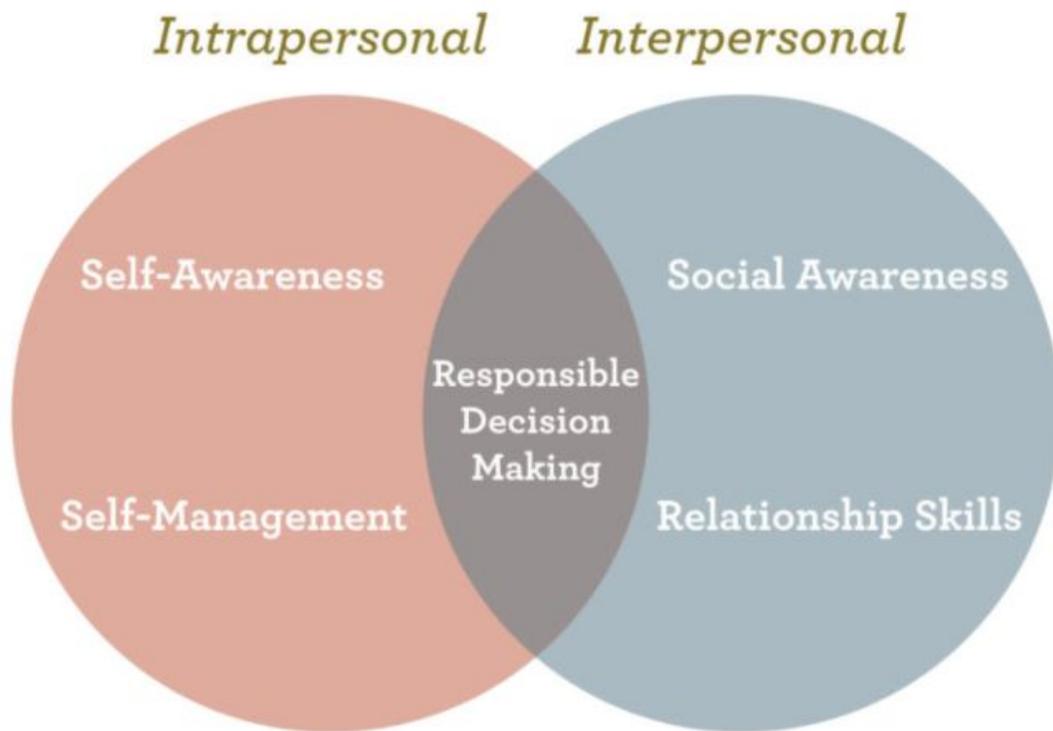
When youth have more assets, they are:

- More likely to thrive now and in the future
- Less likely to engage in a wide range of high-risk behaviors
- More likely to be resilient in the face of challenges

Building on our relationship and developmental asset-based work, we are enhancing our programming with research-based programming through our SEL focus and academic support. For a SEL curriculum, The Center selected the Habitudes for Social & Emotional Learning. This curriculum is aligned with The Collaborative for Academic, Social, and Emotional Learning (CASEL) five core social emotional learning standards to foster the development of the

following cognitive, affective, and behavioral domains: Self-Awareness, Social Awareness, Self-Management, Relationship Skills, and Responsible Decision-Making. Indiana's Social Emotional Learning Competencies are based on these five CASEL standards.

*Habitudes for Social & Emotional Learning* aligns with CASEL's core competencies and covers topics such as:



Habitudes for Social & Emotional Learning helps middle and high school students:

- Develop habits of self-discipline and initiative
- Overcome complex problems through creative persistence
- Develop critical thinking skills that produce better life choices
- Implement time management skills to do what really counts
- Plan for personal growth outside the classroom/program
- Identify their unique strengths and passions for a healthy self-image
- And other social and emotional skills



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The Habitudes curriculum is being used by colleges, universities and non-profit organizations, such as the University of Alabama, Nebraska Department of Education, Boys and Girls Club of America and National FFA to name a few. The following results have been reported by schools who have used Habitudes:

- 300% Increase in Student Leadership Team
- 45% increase in community service hours per students
- 400% increase in student-initiated clubs
- 11% decrease in disciplinary incidents
- 60% decrease in fights

Each week of the program, The Center will cover a different Habitude using the curriculum and spend that week reinforcing it with experiential learning activities, individual coaching and support from staff in a safe environment. In addition to using the Habitudes SEL curriculum, The Center will also partner with Run Hard. Rest Well in implementing a six-week SEL experiential learning series for our students. It prepares middle and high school students to successfully navigate crisis, comeback, and recovery from a place of strength and resiliency. They use modern brain science principles to teach youth healthy rhythms of Rest through sleep, stillness, and solitude (reflection). We plan to have them facilitate this program at the beginning of the year to build a solid foundation for our staff and students in understanding the importance of social and emotional learning and integrating it throughout the program year.

The Center is hiring two certified teachers from Whitko Schools to provide one hour of tutoring each of four days/week for each week of programming. The certified teachers will be from the middle and high schools, and they will support the academic needs of our students. Student's educational needs will be assessed each year to determine the subject areas that will best support our students. They will review the student's assessment scores at the beginning of the year and work to create a plan with their student and teachers to support meeting their growth targets. The teachers understand the school assessment tools utilized and the Indiana Academic Standards to help The Center navigate the best academic supports to help students improve their academic performance.



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## Goals, Objectives, Performance Measures, Activities and Assessment

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1. Improve academic achievement	1.1 Increase academic achievement on ELA/Reading and Math report card grades	Tutoring with Certified Teachers;  ASC and SERVE;  Habitude curriculum	1.1a 70% of regular attendees will earn a "C" or better or increase their reading grade from fall to spring.  1.1b 70% of regular attendees will earn a "C" or better or increase their math grade from fall to spring.	Final Report Card Grades for ELA and Math (Fall and Spring)
	1.2 Increase student academic growth on formative assessments	Tutoring with Certified Teachers;  ASC and SERVE;  Habitude curriculum	1.2a 65% of regular attendees will meet their growth target on the spring reading assessment.  1.2b 65% of regular attendees will meet their growth target on the spring math assessment.	ILEARN or School Assessments
2. Improve student behavior	2.1 Improve social/emotional learning	ASC and SERVE programming;  Habitude SEL curriculum;  Run Hard Rest Well experiential learning	2.1a 65% of regular attendees will report that the afterschool program has helped them make better decisions in spring, (SEL Priority).	SEARCH Institute Youth and Program Strengths Survey



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		<p>ASC and SERVE programming;</p> <p>Habitude SEL curriculum;</p> <p>Run Hard Rest Well experiential learning</p>	<p>2.1b 65% of regular attendees will report that the afterschool program has helped them plan ahead and make good choices, (SEL Priority).</p>	<p>SEARCH Institute Youth and Program Strengths Survey</p>
	<p>2.2 Improve college and career readiness</p>	<p>Local company site visits</p> <p>Habitude SEL curriculum;</p> <p>SERVE program</p>	<p>2.3 65% of regular attendees will report that the afterschool program has helped them identify possible career fields in spring (CCR priority).</p>	<p>SEARCH Institute Youth and Program Strengths Survey</p>
<p>3. Improve family involvement</p>	<p>3.1 Improve family involvement with students' education at home</p>	<p>Share information in newsletters, social media, and information sheets home to parents.</p> <p>Communicate with parents via email, phone call and text</p>	<p>3.1 60% of parent/caregivers of RAPs check in with student's on completing homework assignments</p>	<p>Family survey from IN-QPSA</p>
	<p>3.2 Improve family involvement with students' school</p>	<p>Share information in newsletters, social media, and information sheets home to parents.</p> <p>Communicate with parents via email, phone call and text</p>	<p>3.2 50% of parent/caregivers of RAPs will participate in the classroom, volunteer, attend a field trip or parent - teacher conference.</p>	<p>Family survey from IN-QPSA</p>



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**PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)**

The primary component of the plan of communication between the 21st CCLC involves embedding the Program Director as well as other staff, as deeply in the schools as possible, and providing time and space for these critical staff to engage students and meet with teachers to ensure program alignment with the school day and communication with families. Over the past two years, our staff have developed a strong relationship with the school and our programming. Even the past six months with COVID-19 has further strengthened our communication and partnership.

As described in the MOU, Whitko Schools will provide access to necessary student academic records to monitor objectives and report on evaluation data. Whitko will gather the achievement data and share it with our external evaluator as described in the evaluation section. Annually, The Center staff and evaluator will meet with the superintendent and principal to review the evaluation plan timeline, discuss the program evaluation findings and share how the data can be used to make program improvements.

The Program Director will work closely with regular-day school staff to update them about the program and receive any relevant updates about the school and students. School staff will be invited to attend The Center's advisory committee to help ensure alignment of the in-school and out-of-school time efforts to support student success.

The Center will share information about the program with community stakeholders to help get the word out about the opportunities available for students. We will work with the identified partners in our community as well as our broader network of school and community partners to broadly market and promote this amazing program and opportunity. We will issue a press release to our local media to promote the new grant and programming.

When working to engage and connect with our families, we utilize several methods. As previously shared, most of our families are experiencing trauma and going through difficult times so it can be even more difficult to connect with our families. However, our staff is all about relationships with our students and families, which has made all the difference. We place regular phone calls and text messages to our parents to check in on them and their



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students and invite them to events at The Center. We also work to be a liaison between parents and the school to help bridge any gaps there.

### **21st CCLC Terminology**

We will update all of our Whitko marketing and communication materials to include the branded 21st CCLC logo and program name. The Center currently provides program brochures, a parent letter and permission slips to new students and will provide these same communications for the 21st CCLC program. Our marketing partner will work with The Center to make the information understandable and accessible about the program, including a description of the services, the program location, and how to access the program for all families. They will help produce a new Whitko Community Schools promotional and recruitment video that highlights the new 21st CCLC program.

We will also post the 21st CCLC logo and program information on The Center's website located here: <https://www.thecenterwcy.com/> . The 21st CCLC logo and program name will also be shared via The Center's social media channels. Whitko Community Schools will be a key partner in helping to disseminate the information per the MOU and previously stated. Monthly updates will also be sent to parents via electronically emailed newsletters.



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**PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)**

**Professional Development Plan:** Using this template, complete an annual 21st CCLC Professional Development Plan



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

<b>Program Name</b>	The Center for Whitley County Youth- Whitko
<b>Program Director</b>	Jeff Wike

### Professional Development Planning Process Reflection

The bullet points below are meant to help you plan your annual professional development plan. Please use them as a guide as you plan the training you will offer of the program year—including any conferences, external training, or training offered ‘in-house’.

- IN-QPSA
  - Based on the results of your most recently completed IN-QPSA, what standards have you identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to improve the quality of your program/s?
- Local Evaluation Report
  - Based on your most recent local evaluation report, what areas of improvement were identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to address these concerns?
- Monitoring Visit
  - Based on the results of your most recent IDOE monitoring visit, what areas of improvement were identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to address these concerns?
- Staff Feedback
  - What input have you received from staff (program director, site coordinators, direct service staff) that might help to inform your professional development plan? How will you integrate that feedback into the components of the plan?
- Collaborative Opportunities with Stakeholders
  - What professional development opportunities are being offered by other entities in your area that you could collaborate with? Consider school districts, non-profits, and community service organizations that may provide similar services. How can these opportunities be included in the plan to drive program quality over the course of the year?



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

<b>Program Name</b>	The Center for Whitley County Youth- Whitko Site
<b>Program Director</b>	Jeff Wike
<b>Dates of Implementation</b>	June 1, 2021—June 30, 2022

**If relevant to your program, include training provided by other funding (Title funds, grant-funded, etc.) as well as any school-day training that is applicable in the afterschool program. Do not include IDOE 21<sup>st</sup> CCLC required trainings.**

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Habitudes SEL Virtual Training	Growing Leaders	Training to implement SEL curriculum	Maximize curriculum value by improving instruction	Program Director- 1, Assistant Director- 1 Support Staff- 2	12	1,450	100% from 21 <sup>st</sup> CCLC	TBD	Applied Human Development
Kids Count Conference	Indiana Youth Institute	Improve team dynamics, SEL strategies, staff well-being and capacity for youth development	Quality team dynamics leads to a better program quality; Increased intentionality and youth development strategies; Energized staff leaders	Program Director- 1, Assistant Director- 1 Support Staff- 2	14	1700**	100% from 21 <sup>st</sup> CCLC	December 2021	Relationship and Communication; Developmental Practice Methods
First Aid / CPR	Parkview Health	Certification, Safety	Program safety, Injury/health response	Program Director- 1, Assistant Director- 1 Support Staff- 2	4	200	100% from 21 <sup>st</sup> CCLC	TBD	Developmental Practice Methods
Trauma Informed Care	Indiana Youth Institute	Staff who recognize and empathize with student trauma,	Better trauma-informed care and programming experiences for	Program Director- 1, Assistant Director- 1 Support Staff- 2	2	200	100% from 21 <sup>st</sup> CCLC	TBD	Cultural and Human Diversity



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

		Better equipped to help	students, Students more responsive to help						
Training Institute	Youth for Christ	Intensive staff orientation around student safety, leadership, youth development, programming strategies	Continuity amongst programs and staff, Energized staff, Well-equipped leaders	Assistant Director-1	40	\$0	100% paid for by Youth for Christ	Jan. 2022	Professionalism and Applied Human Development
Indiana Summit on Out of School Learning	Indiana Afterschool Network	Improve team dynamics, SEL strategies, staff well-being and capacity for youth development	Quality team dynamics leads to a better program quality; Increased intentionality and youth development strategies; Energized staff leaders	Program Director- 1	16	\$750**	100% from 21 <sup>st</sup> CCLC	April 2022	Relationship and Communication; Developmental Practice Methods

\*\* Includes registration + hotel costs

### Professional Development Plan Cost:

Total Estimated Cost	\$4300	% of Total Budget	<b>2.5%</b>
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## **Assessment**

Professional development for program staff will be guided by the program goals - academic achievement, social and emotional learning, and family engagement - identified to ensure that the staff are informed about the purpose of the program and equipped to deliver the services. The identified training and conferences in the professional development plan will equip our staff to meet these professional goals. In addition, we also work to ensure that our staff are equipped with the knowledge and understanding of positive youth development, program management and interpersonal skills by offering training internally and partnering with external agencies.

The Center conducts annual performance reviews for staff to determine specific, relevant professional development opportunities and SMART goals for all levels of staff. This results in an individualized professional development plan for each team member.

## **Staff Plans**

As mentioned above, training opportunities are identified based on program objectives and needs, but also according to each staff member's co-identified areas of passion and growth. We find that staff who are involved in their own personal and professional growth, as long as it also aligns with program goals and roles, are much more engaged in the learning process, and to follow through on implementation of what they've learned. Though we have identified training opportunities for our teams, our staff are given additional opportunities to independently pursue professional development in areas that better equip them to deal with the challenges and issues they encounter regularly through the course of their leadership and program roles.

## **Enhancing Quality**

One of the key distinctives in our organizational culture is continuous improvement. There are always ways for us to work a little smarter, do things a little better, make things a little more efficient. We find that with each new quality learning opportunity, we are given chances to get smarter, better,



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and faster at working out The Center's mission of helping young people thrive.

Before SEL became a mainstream terminology and national priority, The Center was already actively providing many of the opportunities and supports that allow young people to become Socially and Emotionally healthy. Adopting a SEL curriculum like Habitudes allows us to increase intentionality and awareness in our existing programming and provide additional tools for young people to grow.

The Habitudes virtual training will help equip our team to lead and maximize the effectiveness and outcomes of the Habitudes SEL curriculum in our program. We have utilized other Growing Leaders materials (who developed Habitudes) for years, because they were creative, interactive and provided memorable learning for students. We are excited to dig deeper into this curriculum to strengthen our SEL programming.

In addition to the SEL training, our staff identified a need for Trauma Informed Care training through Indiana Youth Institute. As we encounter greater levels of social emotional / mental unhealth with our students and families and a recommendation by the Whitko school administrator in our strategic planning process, we saw this as a pressing need. Our team will become better equipped to engage with and support youth who have encountered Adverse Childhood Experiences.

We plan to send our staff to the IYI Kids Count conference. In addition to the high quality training available, the IYI Kids Count Conference has provided a meaningful staff team retreat that allows for team building, has a variety of breakout sessions so staff members can personalize their training experiences, and allows for networking with other nonprofit and youth development leaders.

Safety is of the utmost importance in all of our programming. All staff will attain their First Aid/CPR certifications in partnership with Parkview Health to ensure a safe environment in cases of injury or emergency.



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## **EVALUATION (10 POINTS, 5 PAGES MAXIMUM)**

The evaluation design includes a mixed-method approach of a formative and summative evaluation to measure progress towards the goals, objectives and measures described in Section 8: Program Implementation. The goals and performance measures of the program have been developed to be consistent with Indiana's statewide goals and objectives as defined by IDOE. Specific performance measures are aligned with each objective to describe how progress towards the overarching goals will be measured.

Transform Consulting Group (TCG) has been selected as the local evaluator for this project (see attached MOU). The evaluation plan is outlined in the table below. The plan includes the type of data to be collected, the purpose of the data, the timeline of when it will be collected, and the data tool used for collection. TCG will receive and analyze all the data to summarize in the annual evaluation report.

### ***Type of data to be collected***

The evaluation will assess how the program has been implemented (*formative assessment*) through completing **two on-site observations** and the **Indiana IN-QPSA**. TCG has an office and staff located in Wabash County and Columbia City, so site visits will be easily scheduled. TCG will work with Center staff to complete the IN-QPSA mid-way through the program year (typically in January). This will provide a helpful reflection of areas that are strong in the program and areas to improve based on the Indiana Afterschool Standards. The evaluator will help us develop a plan of action based on the self-assessment to make any modifications for the remainder of the program year.

To inform the annual program evaluation, we will collect **program participant demographics, daily attendance, student grades, math and ELA academic performance data** and a **SEL assessment** (using the Search Institute Youth and Program Strengths assessment).

We will also collect qualitative data, including feedback from parents, teachers, and students. The **parent feedback** will address questions about their engagement with the student's school and learning, and include their thoughts on student achievements from the program. The **teacher feedback** will include questions about the students' change in academics, behavior, and social/emotional health as a result of the program. The **student feedback** will ask



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questions to gauge their learning and ideas of personal growth as a result of the program.

All of the data collected will be summarized in an **end-of-the year program evaluation report** (*summative assessment*) submitted to IDOE, discussed and reviewed by The Center, and presented to school staff.

### When the data will be collected and what instruments will be used

TCG will develop a more detailed “Data Management Plan and Schedule” based on the Evaluation Plan described in the table below that outlines each performance measure, the purpose of the measure, the data source (question/ item number in data tool), when the data will be collected for each measure, by whom, where the data will be stored and when the data will be analyzed and available for reporting purposes. This plan will be shared with the Program Director and reviewed with our school partners. TCG will track and monitor the completion of the plan and schedule. Data tools have been developed, as described in the table below, to report on the program goals, objectives and performance measures outlined in Section 8.

Evaluation Plan Table			
Data Type	Purpose	Timeline	Data Source
Student Demographics	Inform the executive summary; Assess diversity of students served	Ongoing; Program will collect via enrollment forms at the start of the year and when a new student enrolls; Program will enter data throughout program year	Cayen
Program Attendance	Identify regularly attending participants (RAP); Target students in need; Inform the executive summary	Program will collect daily; enter weekly and submit monthly	Cayen
Academic Achievement	Inform the performance measures; Inform program decisions, including focus of academic activities	School partners will share grades and assessments data at the beginning of the year and end of the school year	Student report card grades and assessments
Parent Feedback	Inform the performance measures; Inform observation of student outcome; inform	The survey will be sent in the spring, including reminders in April and May	TCG parent survey



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	future program decisions, parent engagement and communication		
Teacher Feedback	Inform the performance measures; Inform observation of student outcome; inform future program decisions	The evaluator will send the survey in the spring with automatic reminders built in	DOE teacher survey from Cayen
Student Feedback	Inform the performance measures; Assess student perceptions of change; Inform future program decisions, like activities and interactions.	The YPSS survey will be completed in the spring annually.	SEARCH Institute Youth and Program Strengths (YPS) Survey
Site Observations	Assess the program's alignment with the Indiana Afterschool Standards to discover areas of strength and opportunities for improvement.	TCG will visit each site twice during the school year; once in the fall and once in the spring	TCG observation checklist
Indiana Quality Program Self-Assessment (IN-QPSA)	Assess the program with the Indiana Afterschool Standards to rate their performance and develop a program improvement plan.	Program staff will complete the self-assessment in January to have time to make necessary adjustments for the remainder of the program year	IN-QPSA assessment tool

### Use data to drive program improvement

The Center is already oriented as a data-driven organization collecting and using data to continually refine programming and outcomes for the students we serve. The addition of an external evaluator is welcomed to help affirm what we are doing well and identify areas for improvement. In addition, we are looking forward to having a data share agreement in place with WCS to receive student academic and behavioral data, which is not something we have collected before.

TCG will regularly share data collected with The Center after it's received. TCG will identify **key findings** and **recommendations** that our program staff will use and implement changes accordingly. In addition, TCG has agreed to facilitate training with The Center program staff on Continuous Quality Improvement "Plan-Do-Study-Act" (or PSDA) framework. This training outlines a framework and



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tools on how to use data to drive program improvement using Implementation Science research. TCG will deliver this training mid-year in year one after the first semester of data has been collected to review that data (site visits, beginning of the year academic data, and IN-QPSA) and identify results that the program staff are not satisfied with and develop a plan of action using the PDSA framework to make improvements.

## **Local Evaluator**

The Center will partner with Transform Consulting Group (TCG) to provide evaluation services for the 21st CCLC grant. TCG has extensive experience working with youth programs and the 21st CCLC grant program.

- TCG has participated as a 21st CCLC grant reviewer for the state of Indiana, Alabama and the District of Columbia
- TCG is the current evaluator for three other 21st CCLC grants.
- TCG has helped organizations successfully design their 21st CCLC program.
- TCG staff have presented several sessions at the Indiana Afterschool Network's conference and the Midwest Regional 21st CCLC conference.
- TCG staff trained hundreds of youth workers on program evaluation and using data to drive their impact.
- TCG staff have worked numerous youth serving organizations on developing and evaluating their programs across the state of Indiana, including YMCAs, Boys and Girls Clubs, and locally developed youth serving organizations
- TCG staff have subject matter expertise in social emotional learning, college and career readiness, literacy tutoring, and STEM programming, research and state and national trends.
- TCG staff helped IAN develop and write the Indiana Afterschool Standards.
- TCG team members include educators, social workers and data analysts.

Amanda Lopez, MSW, currently leads the evaluation and research efforts conducted by TCG. Ms. Lopez has nearly twenty years of experience working with youth organizations. Additional TCG team members will also be involved in the evaluation. These team members have prior experience managing a 21st CCLC grant program, including working with the Wabash YMCA and other grantees. TCG understands the programmatic and evaluation requirements of the 21st CCLC program, the annual program evaluation report and how to support programs in using their data to strengthen outcomes for students. TCG



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has successfully prepared and submitted timely program evaluation reports for 21st CCLC grantees in Cohort 8 and 9.

### **Relevancy and Strategies of Measurement**

TCG and The Center reviewed the Indiana 21st Century Community Learning Centers Outcome Measurement Framework to determine which goals, objectives and performance measures most aligned with the overall mission of The Center and focus for this expanded and enhanced program. We consulted with our school partners and reviewed their school improvement plan to also ensure strong alignment with their goals and focus. Lastly, The Center also internally reviewed data that is already being collected by existing instruments that they wanted to continue focusing on with this grant program.

After all of this review, TCG developed goals, objectives and measures that were shared with The Center for final review and feedback. We selected targets based on previous performance, where available, and what we thought was realistic and achievable.

### **Academic and Attendance Performance Measures**

Measuring academic performance is something new for The Center. We consulted the school's improvement plan to understand where they were focusing and a current baseline. We will use the beginning of the year grades and assessments to better understand the status of our students' academic needs and strengths to develop supports to help them improve.

By having certified teachers provide individual tutoring daily, we are excited about the possibility of meeting our students academic needs. In addition, we are also going to support their social emotional needs that research shows is connected to academic achievement. Academic enrichment, social emotional learning and tutoring are key components of the 21st CCLC program. The measures align to the activities that we are providing in the program and are grounded in research linked to improved academic achievement.

The Center has had a strong track record related to attendance and retention of students as previously stated. We plan to continue to deploy those effective strategies to meet our RAP goals and retain our students throughout the program year.



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## **SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)**

### **Transportation To and From Site**

The Whitko site is located just an 8 minute walk from Whitko Jr/Sr High School building and even closer distance for the 6th grade students at the South Whitley Elementary School. In addition, WCS has agreed to drop any enrolled students off at the program site after school via their transportation, as well as to pick them up at the end of programming as outlined in their attached MOU. WCS has a School Activity Pickup Bus that drops off students at several drop off locations in various towns and centralized locations to give students easy access for parent pickup or to walk home from there.

When students are enrolling in the program, we will ask parents to select the transportation option that they prefer for arrival to the after school program site and home (having the student walk or taking the school bus). We will then coordinate with the school's transportation staff and building principal the list of our students and their preferred method of transportation.

When taking our CCR field trips to local employers, we will utilize vehicles (Vans/Mini-Bus) from several community partners to transport the students. We will have permission slips for parents to sign as part of their enrollment packet and also send reminders to parents.

### **Needs of Working Families**

Our extended after school hours of 3:00pm - 5:45pm will help support working parents by providing a safe and nurturing environment for their child, while also improving their social emotional development and academic performance. We recognize that our parents are working parents and their hours do not always coincide with school day or after school program hours.

By being centrally located in town close to the schools, we are more accessible for students to walk or take the school bus to The Center from school. For students whose parents cannot pick them up, some students walk home or take the school bus home. This is tremendously helpful for our students and families, and we are grateful for our partnership with WCS.



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Since we are serving older students (6th - 12th grade), it is age appropriate for students to walk to / from The Center. We also confirm with the parent that they are comfortable with this option and note any additional safeguards that are needed.

## **On-site Safety**

The Center uses Trax Solutions Student Management software for youth to sign in and sign out as they leave. This helps us monitor our data and have safeguards in place to track students. We gather Approved Pickup authorizations during the enrollment process, and they are verified with the adult(s) when arriving to pick students up at the end of the school day. Before signing out their child, a staff member will check the parent's ID and confirm that they are on our approved pick-up list.

The external building doors at each site are locked at all times. All staff will be trained in CPR and first aid certified. Emergency evacuation procedures and emergency numbers are displayed at each site in all program spaces. Staff and volunteers will be oriented to these resources at the beginning of their employment/engagement. Safety equipment (fire extinguishers, smoke detectors, etc.) are available and checked on a monthly basis. We will carry out safety drills at the beginning of each semester.

During programming, The Center maintains an adult:student ratio of at least 1:20, but usually much higher and has an adult supervising all spaces/rooms being used by students. When we go on field trips, we maintain this ratio and usually have more adults chaperoning.

As a result of COVID-19, we have updated our cleaning and sanitizing procedures. All surfaces will be disinfected in between cohort rotations. Handwashing and other safety practices will be implemented consistently. We will adhere to any COVID-19 safety practices that are recommended by IDOE or the Office of Early Childhood and Out-of-School learning that are still in place when the 21st CCLC program begins in 2021.



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### **Hiring Practices**

Upon hiring, all 21st CCLC staff will be required to participate in Stewards of Children - Darkness to Light training to recognize and prevent child abuse and neglect. All staff will participate in CPR training and a first aid certification program. Staff will also receive training on positive youth development, health, and safety procedures.

### **Background Checks**

All Whitko program staff and volunteers go through a thorough screening process that includes an application, reference checks, a personal interview, and background checks. Volunteer paperwork is collected through a secure online form and background checks are processed using a secure online screening agency. Background checks and training records for the safety training mentioned above are stored in password protected and locked files to ensure safety and privacy.



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**PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)**

Over the last two years, we have really worked to develop and establish a successful satellite after school program in Whitko. This has not only included solidifying our partnership with WCS and other local organizations in the community but also building our funding base to support the program.

The Center has secured diverse funding streams to support our programming, which includes contributions from individual donors, businesses, churches, service clubs and foundations. The Shoop Sports & Youth Foundation provided a two-year grant to help start the program in Whitko, and just confirmed funding for a third year valued at \$25,000. We anticipate continuing to receive funding from this partner. In addition, Youth for Christ provides funding to cover the costs of an Assistant Director position with benefits, \$1500 in programming support, and background checks for staff and volunteers. They plan to continue providing this funding valued at \$23,000.

The enhanced programming focus on social emotional learning and career pathways with local industries will facilitate opportunities for new donors and corporate sponsors who are also particularly interested in supporting these efforts. The Center's Operation Director, Adam Stetzel, has been leading our effort to increase our funding from individual and corporate donors, and we have seen some great progress even in the midst of COVID-19.

The Center will seek grant funding from the following current and past funders: Dekko Foundation, Steel Dynamics Foundation, Lutheran Foundation, Community Foundation of Whitley County and United Way of Whitley County. The Center hosts an annual Benefit Cook-Off in the spring that attracts nearly 400 people. The event raises approximately \$130,000 through a combination of corporate sponsorships, pledges and matching funds.

Within the first year of the program, The Center will secure a new funding source from one of the sources listed above or a new source to support the program. By year four, The Center will have secured funding to cover 80% of the program costs. This plan will help ensure that the program can be sustained beyond the 21st CCLC grant period.



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## APPLICATION CHECKLIST

Section	Point Value	Maximum Page Limit
Completed Cover Page	2.5	N/A
Signed Assurances	2.5	N/A
Completed MOU(s)	2.5	N/A
Completed Appendix 3 form	2.5	N/A
Project Abstract	2.5	2
Program Qualification	5	2
Priority Points	5	1
Need for Project	10	7
Partnerships	5	3
Program Design	15	10
Evidence of Previous Success	7.5	5
Program Implementation	15	5
Program Communication	5	2
Professional Development	10	5
Evaluation	10	5
Safety and Transportation	5	3
Budget	15	N/A
Program Stability	2.5	2
Application Organization	2.5	N/A
<b>Total</b>	<b>125</b>	<b>52</b>